**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:1** | | | **Date(s)**: Day 3 and 4 (Interview) |
| **Unit Title:**  Wanted! A Few Good Friends | | | **Corresponding Unit Task:**  **Task 3** | | |
| **Essential Question(s):**   * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student**  Interview Script  My Friend Writing Frame  Checklist for Publishing a Class Book | | | | **Interview** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **I Can Statement(s):**  I can interview my partner to find information about them.  I can add drawings or pictures to my writing to make it more informative.  **Instructional Plan:**  With the support of the teacher, students will create a class book containing the following information about each student:   * Name of the student * Age of the student * Birthday * Favorite color * Two of the previously discussed character traits that makes him/her a good friend.   In order to obtain this information, students will be randomly paired. Partner A will interview Partner B, and vice versa using a teacher-created interview script.  Example: **Interview Script**    Following the initial interview, the teacher will collect student interview sheets and check for accuracy. The teacher will then conference with every student in order to edit for spelling and accuracy **prior** to writing the final draft. Students can be completing Self-Selected reading time during these conferences.  The teacher will photograph each student using a digital camera/iPad/Cell phone and have the pictures printed. If technology isn’t available, the students can illustrate each of the pages after writing. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.  **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.  **I Can Statement(s):**  I can stay on topic when writing.  I can add details to my writing to make it better.  I can include gathered information in my writing.  **Instructional Plan:**  The teacher will:   * Model how to use it by completing an example on the overhead projector/interactive projector or with a document camera. * Read the text with the students chorally several times, pointing to each word as it is read. * Review the language conventions for capital letters and how they are used in this task. (Beginning of each sentence; proper names).   **Example**: My Friend Writing Frame | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:**  **TO BE DETERMINED** | | | | |
| **Closing/Summarizing Strategy** | After students have had the opportunity to complete their writing task, the teacher will plan a time for them to introduce their new friend to the rest of the class by sharing their writing. When students have finished sharing their writing, the stories should be bound into a class book and placed in the Reading Center for independent reading and sharing or to check out and take home to enjoy! At the end of the activity students should complete a self-assessment using the checklist for publishing a class book (see below). | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| 1. More advanced students could add one or two other facts that they learned during the interview that would make the student a good friend. Many of these students will be able to complete this activity without the support of a writing frame.  2. Students can be presented with the following problem to solve:  Imagine that you have an opportunity to order the perfect friend from a mail-order catalog. Think about the character traits that you want in a friend. Illustrate your perfect friend. Select three character traits and cite an example of each characteristic. Share your perfect friend with classmates.  3. Students have been exposed to a variety of narrative and nonfiction accounts of friendship. Have them reflect and write a response to the question: What happens in a friendship when a conflict occurs and how do you resolve the conflict? | | For students who may need support with completing the Interview independently, consider the following modifications/ adaptations:   * Design the question about the student’s favorite color so that the answer is multiple-choice. * Write each student’s birthday on an index card or sticky note ahead of time. * Design the question about character traits so that the answer is multiple-choice. * Record dictated responses for students.   With these supports in place, most students will be able to take the information and complete the next step, which is writing about their friend. For students who need even more support, consider the following:   * Invite students from upper grades to act as coaches for students who may have difficulty with the interview.   Invite students from upper grades to act as scribes for students who may have difficulty writing the article. This would be a great opportunity for struggling fourth graders (for example) to practice foundational writing skills while building self-esteem and self-confidence. | | | * “Entering” (non-English/novice) speakers pair the same language students together. If this is not possible, the students can write in the responses in their first language. * When introducing their friend, have the students speak in their native language and have another student/ adult translate what the student is saying. * If the student cannot write, have the student create a collage with the information around the picture. For example:   + The age could just be the number.   + The color could be just a mark of the color.   + The two adjectives.   ESL teachers can frontload the information in their classes. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*